


**IMPROVING READING ABILITY
IN THE
LOWER ELEMENTARY GRADES**

ANNIE WHIDDEN HART



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Summary of Survey

The District Office conducted this survey during the
 year 1925 to determine the extent of the
 business done by the various branches of the
 District Office during the year 1924. The
 results of this survey are set forth in the
 following table:

A list of the various branches of the
 District Office is given in the following
 table:

The following table shows the results of the
 survey conducted during the year 1924:

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 survey conducted during the year 1924:

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LOWER ELEMENTARY GRADES

ANNIE WHIDDEN HART

Submitted in partial fulfillment of the
requirements for the degree of Master
of Arts in the Graduate School of
Florida Southern College

1949

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APPROVAL

Doctor Clarence L. Murray, Advisor

Reader

Reader

Date submitted to the Chairman
of the Graduate Committee

APPROVAL

Doctor Clarence L. Newberry, M.D.

Reader

Reader

Date submitted to the Chairman
of the Graduate Committee

ACKNOWLEDGEMENTS

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Appreciation is expressed to Miss Marianne Spears for her many helpful suggestions.

Acknowledgement is made also of the editing and typing services of Mrs. Anna May Schenck.

APPENDIX

The following is a list of the names of the persons who have been appointed to the various positions in the Department of the Interior, and the date of their appointment. The names are given in alphabetical order, and the date of appointment is given in parentheses. The names of the persons who have been appointed to the various positions in the Department of the Interior, and the date of their appointment, are given in alphabetical order, and the date of appointment is given in parentheses.

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CHAPTER I

SETTING THE PROBLEM

The Problem

General Statement

The study is concerned with showing that the improvement of reading ability not only needs to be a continuous part of the school program, but must also be focused upon:

- (1) the personal and social needs of children to the end that they may live happily and effectively in their group relationships in terms of past progress and the larger goals of the curriculum, and
- (2) the adequacy of the curriculum for pupil growth, content and direction.

Specific Problem

Specifically entailed in the study is the question of how the school program can be adjusted to meet the needs of the reading program for the lower elementary grades. Also,

- (1) What should be the educational philosophy of the teacher toward the reading program?
- (2) How can readiness be determined and developed?
- (3) How do children become maladjusted?
 - a. at home, and
 - b. at school.
- (4) What are individual differences?

Attention will be focused upon points, such as, preven-

THE STATE OF NEW YORK

IN SENATE

January 18, 1880

REPORT OF THE COMMISSIONERS OF THE LAND OFFICE

FOR THE YEAR ENDING DECEMBER 31, 1879

ALBANY: PUBLISHED BY THE STATE PRINTING OFFICE, 1880.

THE COMMISSIONERS OF THE LAND OFFICE, in compliance with the provisions of the act in that behalf passed, have the honor to submit to the Senate the following report, together with a statement of the receipts and disbursements of the office during the year ending on the 31st day of December, 1879.

ALBANY, JANUARY 18, 1880.

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tion, treatment, correction and educational needs.

Definition of Terms

For the purpose of this study, the term reading will be defined as a process of thinking or experience.

"Reading is primarily an intellectual process, but in order to carry out that process in the normal way certain physical factors are necessary, so that we may say that in reality reading is dependant upon certain psycho-physical co-ordinations or is fundamentally a psycho-physical process."¹

The term improving will mean to make better, more profitable or desirable.

Ability designates the sufficient mental or physical power, capacity, or strength necessary to do a special thing.

Delimitations

1. This study will be confined to the Wauchula Elementary School, Wauchula, Florida, grades one, two, and three, during the school year, 1948-1949.
2. It will be concerned with a program of reading for children with cultural and economic handicaps.
3. Case studies cited range from normal to subnormal.
4. Emphasis will be upon pupils who can profit by individual instruction in the class room. Those with serious mental or physical handicaps will be excluded from the study.

1. Lucille M. Harrison, Reading Readiness, p. 17.

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SECTION 1

For the purpose of this study, the term ... will be

defined as a process of ...

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Basic Assumptions

1. The major ideal of the American people is equality of educational opportunity. The school must provide this opportunity.

2. Every human being is inherently valuable and therefore has the right to all the help that can be given him in achieving his best development.

The Need for the Study

Every year in the United States, over two million six-year-old children leave their homes to go to school for the first time. They are eagerly looking forward to learning how to read. Reading is, to them, a mysterious ability.

As the months pass by, some make progress while to others reading remains as mysterious as when they entered school. About one in every five will not be promoted at the end of the year. Some children will be promoted in spite of their lack of progress in reading, but unless special steps are taken to overcome their difficulties they will fall farther behind as they go up through the grades. As the poor reader gets older, he becomes increasingly handicapped by his difficulty. Although radio, talking pictures, and television may lessen his difficulties, reading ability is an essential requirement.²

2. Albert J. Harris, How to Increase Reading Ability, pp. 1-2.

The fact that many children never learn how to read is not due to a lack of effort on the part of the teacher or the school. Our schools are increasingly recognizing the gravity of this problem, and today are devoting more attention to reading than ever before.³

In the first grade more time is spent on reading than on any other subject. The average teacher in the first grade spends about thirty per cent of the time on reading; some spend as much as fifty per cent.⁴ More money is spent on reading materials in the elementary school than on materials for any other subject. According to one study, the cost of reading in the first six years of school is more than the combined cost of any two other subjects.⁵

Reading is not only the major elementary school subject from the standpoint of time and expense, but it is also one of the chief causes of retardation. The proportion of children repeating grades has dropped in recent years; however, it is still true that more children fail in the first two grades, because of reading, than for any other cause. As high

3. E. Boykin, "Reading Gains in Pedogogical Importance," Education, Volume 58, 1938, pp. 350-352.

4. Helen P. Davidson, "An Experimental Study of Bright, Average, and Dull Children at the Four Year Mental Level," Genetic Psychology Monograph, Volume 9, 1931, pp. 3-4.

5. John A. O'Brien, Reading: It's Psychology and Pedagogy, p. 20.

The first group were given a reading test to read at
 the rate of a half an hour of the text of the text at
 the school. The second group were given a reading test
 consisting of 100 words and asked to read it as often
 as possible during the week.

In the first group were given a reading test
 at any other subject. The average teacher in the first group
 reads about 1000 words per hour of the time in reading; some
 read as much as 1500 per hour. The second group is given a
 reading test at the rate of 1000 words per hour in reading.
 For any other subject, according to one study, the cost of
 reading in the first six years of school is more than the
 cost of any other subject.

Reading is not only the major element in school success
 from the standpoint of time and expense, but it is also one
 of the chief causes of retardation. The proportion of children
 from reading grades has dropped in recent years; however,
 it is still true that some children fail in the first two
 grades, because of reading; that for any other cause. In 1911

1. W. L. Fox, "Reading habits in Psychological Laboratory,"
 Educational Review, 1912, no. 120-122.

2. Helen S. Boylston, "An Experimental Study of Reading,"
 Educational Review, 1912, no. 120-122.

3. W. L. Fox, "Reading habits in Psychological Laboratory,"
 Educational Review, 1912, no. 120-122.

as the seventh and eighth grades as many as twenty per cent of failures are directly attributable to poor reading.⁶

Most cases of reading disability are not caused by special types of deficient learning ability, but arise from simple causes such as mental or social immaturity, sensory handicaps, poor motivation, frequent or prolonged absence from school, and exposure to teaching which is inefficient and ineffectual. The task of the teacher is to find out what difficulties are present in each case and then to apply common sense to the problem of overcoming the pupil's handicaps and teaching the things that he has failed to learn.⁷

Incidence of the Problem

In the Wauchula Schools, it was learned that many children presenting personality and behavior problems, were failing to make satisfactory adjustments because of inability to read. Recognizing that there is a correlation between successful school progress and satisfactory adjustment of personality, it was necessary to make a study of children who have difficulty in learning to read.

Related Literature

Most poor readers are handicapped by minor difficulties

6. H. L. Casewell, "Non-Promotion in the Elementary School," Elementary School Journal, Volume 33, 1933, pp. 644-647.

7. J. H. Harris, How to Increase Reading Ability, p. 19.

which have resulted from one or more causes or conditions, such as, defective vision, inferior instruction, inadequate vocabulary training, poor motivation, too difficult materials, unfavorable working conditions, unfortunate experiences, physical handicaps, low mental ability, and so on.

"The modern world is a reading world. In order to live in the modern world one must read. . . the school is a reading school. The act of reading makes up a large part of school life. Children read in every class. Reading enters into nearly every phase of work in every class."⁸

"Reading is no longer regarded as a school subject to be taught in isolation from all other subjects, but rather as a necessary accompaniment to nearly all human action. From this standpoint, reading in the schools cuts across all subject matter lines. The child reads in the social living period to learn about the habits of bees; in the language arts period to enjoy a good story or to prepare material for a play; in the practical arts period to learn how to make a radio or to learn the best method of making biscuits. In other words, reading helps to orient the child to his world; it is a form of social interpretation."⁹

In a modern reading program the philosophy of learning through experience is reflected. The reading material for the beginner's first reading is developed through experience. His life experiences are discussed and evaluated to the end that they may help him interpret similar experiences of other children of the child's own age as he discovers them on the printed page.¹⁰

8. Eva Bond and Guy Bond, Teaching the Child to Read, pp. 9-10.

9. General Manual accompanying Reading for Interest, Teachers Manuals, Grades I-VI, p. 12.

10. Loc. cit.

The first part of the report deals with the general situation of the country and the progress of the war. It is followed by a detailed account of the military operations in the West and the East. The report concludes with a summary of the results of the campaign and a forecast for the future.

The second part of the report deals with the political situation in the country. It discusses the views of the various political parties and the role of the government. It also touches upon the economic situation and the social conditions of the population.

The third part of the report deals with the cultural and educational situation in the country. It discusses the state of the schools and universities and the progress of scientific research. It also touches upon the state of the arts and the literary scene.

The fourth part of the report deals with the international situation. It discusses the relations between the country and the other nations of the world. It also touches upon the role of the country in the international community.

1918

The report is a valuable source of information for those interested in the history of the country and the progress of the war. It is well written and easy to read. It is a must-read for all those who wish to know more about the country and its people.

Method of Treatment of Data

Chapter II includes various methods of teaching reading and the difficulties encountered in using them.

Chapter III covers the pre-reading period, taking into consideration the abilities and capacities of the individual children. It also includes methods of determination of reading readiness.

Chapter IV includes remedial reading in the primary grades, measurement of abilities in children, and the program in remedial reading instruction.

Chapter V contains the Summary and Conclusions which were arrived at.

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CHAPTER II

METHODS OF TEACHING READING

Reading is the most important subject in the elementary school curriculum. It is essential to the learning of other school subjects. No other subject presents such serious difficulties to the primary teacher. When the lower level techniques have been adequately mastered the higher level abilities become less difficult. Pupils who have made normal progress through the primary grades are not always able to avoid difficulty in mastering skills required for the more complex reading. Many pupils have difficulty in other subjects because of reading deficiencies. Reading comprises highly complex abilities that are not easy to detect.

Mass Teaching

Mass teaching is responsible for difficulty and failure in reading. Reading is difficult to teach by group methods. Often the teacher is required to teach reading to an entire group rather than to teach reading to one pupil at a time. Pupils differ greatly in their needs. An explanation which is clear to a certain pupil may be meaningless to another.

Absence from school may make it impossible for a child to understand the classroom work when he returns. Efforts to follow the explanations may confuse him mentally and dis-

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turb him emotionally. Failure or serious deficiencies would be rare if reading could be taught by individual instruction. Most reading failures could be corrected with reasonable intelligent individual remedial work.

The classroom teacher needs an opportunity to work daily with a single child. The "magic" of some remedial teachers is the individual instruction given. The cause of many of the reading defects is the fact that teaching large classes makes individual instruction impossible.¹

Organic Defects

Many investigators think that all serious difficulties in reading are caused by some organic defect. The normal child should learn to read without serious difficulty. Some reading difficulties, because of organic conditions are not really defects. Left-handedness or left eyedness may hamper the child in reading. These conditions are not defects or deficiencies; they are less frequent than right-handed or right-eyedness. The left handed child finds greater difficulty in acquiring the left-to-right eye movement required for reading than does the right-handed pupil.²

In fact, some writers claim that such characteristics as left-handedness may be the main causal factor involved in

1. A. I. Gates, The Improvement of Reading, p. 4.

2. Ibid., p. 6.

many difficulties in reading.

There is a tendency to consider defective psychological processes as causes of difficulties in reading. Some reading difficulties are due to deficiency in visual perception, visual imagery, or visual memory, to visual memory span, poor recognition memory and to weak power of auditory analysis, and the like. A fair presentation of this is found in A. F. Bronner's Psychology of Special Abilities and Disabilities,

"Reading depends upon certain psychological processes as visual perception, visual discrimination, visual imagery, visual memory, visual association, and so on. Defects or deficiencies in one or more of these constituent processes--whether due to organic defects, native or acquired, or to inadequate cultivation, or however caused--would, it was held, interfere with learning to read."³

Another difficulty in reading results from beginning reading before the pupil is physiologically or mentally mature enough to master it. Children whose mental age is less than six years will find most beginning reading difficult. Among reading failures will be found children with a relatively low mental age. Not all reading difficulties are due to organic immaturity of some sort. Immaturity in minor control, perception, vision, and hearing, sometimes plays a role in causing reading difficulty.⁴

3. Ibid., p. 8.

4. Ibid., p. 9.

very difficult in reading.

There is a tendency to consider the difficulty of reading

as a matter of intelligence in reading, but such

an attitude is not the attitude of sound psychology,

and it is not the attitude of sound pedagogy.

Good reading habits are to be developed by practice,

and the first step in the development of these is to

develop the habit of reading.

"Reading habits are not formed by accident, but by conscious effort. They are formed by the repetition of certain acts, which are done over and over again, until they become automatic. The habit of reading is no exception. It is formed by the repetition of the act of reading, until it becomes a habit. The habit of reading is not a matter of intelligence, but a matter of practice. It is a habit that can be developed by practice, and it is a habit that is essential for the development of the mind."

Another difficulty in reading is the habit of

reading before the mind is fully prepared to

receive the material. This habit is to be

avoided. The habit of reading should be

developed so that the mind is fully prepared

to receive the material. This habit is to be

avoided. The habit of reading should be

developed so that the mind is fully prepared

to receive the material. This habit is to be

C. H. B. 1911

C. H. B. 1911

In order to prevent reading difficulties resulting from immaturity, the beginning of reading should be delayed until the child has reached the adequate level of maturation. Immaturity because of limited experiences and educational contacts may cause varying degrees in reading difficulty. Limited experience in conversation, playing with pictures and picture books, hearing stories told or read, playing with other children result in limited interests and abilities for learning.

There will be found among the nonreaders and poor readers instances of misleading motivations, strong aversions or dislikes, negative attitudes, and rationalization. Some reading specialists believe that inadequate motivation is the cause of many failures in reading. Reading must satisfy some purpose in the life of the child for it to prosper.⁵ It is important that the child's life be readjusted so that learning to read becomes a help rather than a hindrance.

A common source of difficulty involved in reading is the failure to acquire one or more techniques or skills involved in reading. Inadequate or inappropriate skills should be located and remedial instruction designed to develop those undertaken.

Types of teaching that may be classed as ineffectual are: methods which require everything taught orally to the class

5. Ibid., p. 10.

instead of methods providing opportunities for individual instruction; materials that are difficult for natural reading; content that is dull or of little worth; overemphasis upon oral reading; overemphasis upon phonetics, word study and drills; failure to provide enough of easy reading; insufficient guidance in reading and failure to attract the pupil's attention.

"The necessity of teaching reading especially the beginning stages, to thirty, forty, or more very different pupils by mass methods often with rather inadequate equipment, is responsible for no small measure of reading difficulties, due to accidents in trial-and-error learning."⁶

"In order to develop many reading abilities teachers use both written and oral activities based on the reading. The written work sometimes consists of printed exercises which accompany the selection in the reading textbook or which are given in the teacher's manual for the textbook. Some teachers choose the exercises according to the children's needs, while other teachers ask the pupils to perform all the exercises irrespective of their needs. Sometimes teachers devise reading exercises, or questions of their own. Classroom observations show that the following types of questions are extensively used: simple recall, true-false, multiple-choice, matching, rearrangement, synonyms, and questions beginning 'how,' 'why,' 'what,' 'tell about,' 'tell the story of,' 'describe,' and 'where.' "⁷

What goes on in the learner's mind is determined by the kind of question, exercise or activity used. There is alert thinking, reproduction of ideas without understanding, some other

6. A. I. Gates, The Improvement of Reading, pp. 11-12.

7. Gertrude Whipple, Children Learn to Read, p. 52.

The first part of the report deals with the general
 situation in the country and the progress of the
 work during the year. It is followed by a detailed
 account of the various projects and the results
 achieved. The report concludes with a summary of
 the work done and the recommendations for the
 future.

The second part of the report deals with the
 financial statement for the year. It shows the
 income and expenditure and the balance sheet
 at the end of the year. The report also
 contains a statement of the assets and liabilities
 of the organization.

The third part of the report deals with the
 administrative matters. It includes a list of
 the members of the organization and the names
 of the various committees. It also contains
 a list of the various projects and the names
 of the persons who are in charge of them.
 The report also contains a list of the various
 meetings and the dates when they were held.
 It also contains a list of the various
 reports and the dates when they were submitted.
 The report concludes with a list of the
 various projects and the names of the persons
 who are in charge of them.

The fourth part of the report deals with the
 future work of the organization. It contains
 a list of the various projects and the names
 of the persons who are in charge of them.
 It also contains a list of the various
 meetings and the dates when they were held.
 It also contains a list of the various
 reports and the dates when they were submitted.
 The report concludes with a list of the
 various projects and the names of the persons
 who are in charge of them.

The fifth part of the report deals with the
 financial statement for the year. It shows the
 income and expenditure and the balance sheet
 at the end of the year. The report also
 contains a statement of the assets and liabilities
 of the organization.

activity or no activity at all. The exercises used ought to provoke thought. The pupils should be asked not only to recall facts but to relate them to a problem or question. Sometimes the answers should depend on a paragraph or an entire selection. The child's comprehension and interpretation of the material may be improved through the use of thought-provoking questions.

There is great value in discussion, with its give-and-take, by many different children, it is an excellent means of developing reading abilities.⁸

Learning to read should be a meaningful process and certain essential principles observed. According to Kiesling,⁹ there should be:

1. A definite attack on learning to recognize words by the use of picture clues, context clues, and the general configuration or striking characteristics of a word.
2. The first introduction to written symbols should be in units of words, phrases, sentences and experience stories rather than names of letters, sounds of letters, sounds of phonograms or syllables.
3. There must be a definite purpose motivating the child to read, as suggested in the following directions:
 - (a) Read to find the sentence that says, "The ball is red."

8. Ibid., pp. 53-54.

9. Lethel G. Kiesling, The National Elementary Principal, Seventeenth Yearbook, (July, 1938) pp. 319-322.

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There should be:

1. A definite attempt at learning to recognize words by the use of their own, natural eyes, and the general comprehension of their own handwriting of a word.
2. The first introduction to written words should be in words of simple, common, everyday use and experience, such as names of letters, words of letters, words of numbers or syllables.
3. There must be a definite purpose for writing the child to read, as suggested in the following directions:

(a) Read to him the sentence that says, "The ball is red."

1. ...

2. ...

- (b) Read to find the answer to the question, "Why did baby cry?"
- (c) Read to get information, such as the news appearing each day on the bulletin board.
- (d) Read to get the description in a silent movie.
- (e) Read to find out what each committee is to do.

Merely reading a page over and over again until every word is mastered develops mechanical reading with little or no thought. If a child reads a page only to show that he can read it, he is reading mechanically and not meaningfully. Telling the child to think while he reads is not the right sort of stimulation. He must have a real purpose in reading which makes comprehension essential to the feeling of success.

"The child who is slow in gaining independence in the use of reading mechanics is provided the same rich experience that other children enjoy. If he does not quickly master the mechanics of reading he is not singled out for drill in such isolated phases or reading as phonics and word drills. Instead, he is given a greater variety of beginners materials extended over a longer period of time. This means, then, that the same fine quality in the reading process is maintained for him even though it takes him a longer time to arrive at independence."¹⁰

Whenever a child meets a reading situation the teacher's concern is that he experiences the whole reading process.

10. Etta Rose Baily, Children Learn to Read, p. 40.

She should help make meanings clear, by supplying words and keeping the interest alive. She never permits word-calling to kill his effort. Children learn to read by reading and techniques are learned as children practice them correctly in their reading.¹¹

Summary

Correct methods of teaching reading assume great importance when it is realized that it is the most important subject in the elementary curriculum. If a child has mastered his reading difficulties, he comes nearer to mastering other subjects of higher learning.

There are a few obvious causes of failure in teaching reading correctly. They are:

1. Failure to recognize organic defects.
2. Failure to recognize mental immaturity.
3. Mass reading methods which attempt to teach to the entire class rather than to the individual child.
4. Failure to see that the child acquires one or more of the techniques and skills needed in reading.
5. Failure to provide material easy enough for natural reading.
6. Failure to provide material which is interesting and worthwhile to the pupil.

11. Ibid., p. 41.

The student should be encouraged to read, to analyze words and
to find the meaning of the words. The teacher should be
to help the student. The student should be encouraged to
techniques and to find an effective method for reading
in their reading.

Conclusion

Correct methods of teaching reading are of great im-
portance. It is essential that the teacher should be
subject to the scientific method. It should be re-
minded that the teacher should be encouraged to use
other subjects of higher learning.

There are a few points which are of value in teaching

reading correctly. They are:

1. Failure to recognize English letters.
2. Failure to recognize word structure.
3. Lack of reading habits which attempt to teach
to the entire class rather than to the in-
dividual child.
4. Failure to see that the child acquires one
or more of the techniques and skills needed
in reading.
5. Failure to provide material easy enough for
natural reading.
6. Failure to provide material which is interest-
ing and worthwhile to the child.

7. Failure to provide enough guidance in reading.
8. Failure on the part of the teacher to provide methods of reading other than those which place too much stress on phonics, word study and drill.
9. Failure to provide enough silent reading with a tendency to overemphasis on oral reading.

The use of the teacher's manual which accompanies the text has been of great help if the teacher is discriminate about following the pupil's interests. Questions, exercises and activities are given the pupils which bring about an abundance of ideas from the pupils. These ideas of the pupils enable the teacher to observe the comprehensive ability of the student. A child should always be encouraged to read to find out something. It does little good to insist that a child read a page merely to prove that he knows all the words. If such a procedure is used, the child begins to read mechanically with no comprehension of the material.

It is the duty of the teacher to provide a wide variety of reading material to her slow readers. A great amount of drill for these pupils proves to be inadequate as a teaching device. Encouragement should be provided by the teacher by making meanings clear, by supplying words, and by keeping interest alive. She must teach the child to read by reading.

The first part of the report deals with the general situation of the country and the progress of the work done during the year. It is followed by a detailed account of the various projects and schemes undertaken, and a summary of the results achieved. The report concludes with a statement of the financial position and a list of the members of the committee.

The committee has during the year been very busy with its work, and has succeeded in carrying out a large number of important projects. The most noteworthy of these are the construction of the new school building, the purchase of the new motor car, and the completion of the new water supply system.

The financial position of the committee is satisfactory, and it is hoped that the work done during the year will have been of great benefit to the community.

The members of the committee are:

Chairman: Mr. A. B. C.
 Members: Mr. D. E. F., Mr. G. H. I., Mr. J. K. L., Mr. M. N. O., Mr. P. Q. R., Mr. S. T. U., Mr. V. W. X., Mr. Y. Z. A.

CHAPTER III

PRE-READING PERIOD

When a child has developed the necessary abilities to walk, he will usually begin to walk; before then, no amount of teaching and helping by others will produce results. The activity of reading is much more complex, and requires more advanced and complex development before it can be learned. When reading instruction is given before the child has attained the necessary level of development, failure in reading may be the result. By taking the simple precaution of not giving children formal reading instruction until they are ready for it, much retardation in reading can be prevented.

In many schools the first grade consists of all children who are six years old. They are given instruction in reading with the assumption that reaching the age of six means being ready for reading. Many children at the age of six have developed no farther than the average four year old, while others are as mature as an average child of eight.

Reading readiness depends on a large number of characteristics. Some of these are intelligence, visual and auditory perception, language development, background of experience, and social behavior.

Intelligence

Intelligence is expressed in terms of mental age and

CHAPTER III

THE DEVELOPMENT OF

When a child has learned the rudiments of walking, he will usually begin to walk; before long, he will be able to stand on one foot, and to take a few steps. The next step is to run, and this is usually learned by the age of two. The child then begins to climb, and to play with blocks and dolls. He will also begin to use simple sentences, and to understand simple commands. The next stage is to play with other children, and to begin to show signs of independence. The child will also begin to show signs of curiosity, and to ask questions. The next stage is to begin to play with more complex toys, and to begin to show signs of imagination. The child will also begin to show signs of social behavior, and to begin to play with other children in a more organized way. The next stage is to begin to play with more complex toys, and to begin to show signs of imagination. The child will also begin to show signs of social behavior, and to begin to play with other children in a more organized way.

CHAPTER IV

The next stage is to begin to play with more complex toys, and to begin to show signs of imagination.

intelligence quotient. The mental age indicates what a child can learn. The intelligence quotient indicates how fast he will probably learn. The mental age is more important than the intelligence quotient from the reading readiness standpoint, because it indicates the level of difficulty of the work that a child is able to master.¹

The mental age at which reading is accomplished effectively will probably depend upon (1) other factors influencing reading readiness, and (2) the types of systematic reading instruction provided. We may consider that children are ready to read after a six-year mental age has been attained.

Certain special mental characteristics, such as memory span of ideas, ability to recognize likenesses and differences in word forms, and ability to abstract, are also important in reading readiness. Psychologically, reading is a very complex process that requires the ability to do abstract thinking. The words on a printed page are abstract symbols both alone and in relation to one another in the sentence.

Muscular Co-ordination and Perception

The ability to see and hear words clearly, and to notice the difference between them is necessary for rapid progress in reading. Some children need much more help than others

1. Albert J. Harris, How to Increase Reading Ability, pp. 48-52.

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Some children need much more help than others before they develop the sharpness of discrimination needed for reading. The majority of first grade children are far-sighted and tend to outgrow the condition as they get older. Astigmatism and poor coordination of the eyes are also common in six-year-olds. Betts² is inclined to recommend the postponement of reading beyond the age of six to avoid straining immature eyes.

The child may have immature vision perception even if the eyes are normal. Many young children pay attention only to the size, shape and color and ignore the details. In learning to read the inability to distinguish between words which sound alike may prove a severe handicap. In some children this is due to faulty hearing. In others, hearing acuity may be normal, but the child has not learned to perceive the difference in the sounds of words. Eye coordination required for the noting of fine details in order to discriminate between word forms is not fully developed.

Language Development

The average six-year-old has a vocabulary of more than two thousand words and is able to express himself in complete sentences. The first grade program calls for the learning of only a few hundred very common words and uses very simple sen-

2. E. A. Betts, The Prevention and Correction of Reading Difficulties, pp. 153-156.

The first part of the report deals with the general situation of the country and the progress of the work done during the year. It then goes on to discuss the various departments and the work done in each of them. The report concludes with a summary of the work done and a list of the recommendations made.

The second part of the report deals with the financial statement of the year. It shows the income and expenditure of the various departments and the total income and expenditure of the country. It also shows the balance sheet at the end of the year and the amount of the reserve fund. The report concludes with a summary of the financial statement and a list of the recommendations made.

The third part of the report deals with the administrative work done during the year. It shows the progress of the various departments and the work done in each of them. The report concludes with a summary of the administrative work done and a list of the recommendations made.

tence structure. The mastery of language is dependent upon intelligence, hearing and home environment. A close relationship exists between a child's intelligence and his mastery of speech.

Children from homes of low cultural level do not have opportunities to develop an adequate language background. When the child is from a home where a foreign language is spoken, the handicap is more intense. This is due to the tendency of the child to develop a small English vocabulary, incorrect pronunciation, and faulty sentence structure.³

Some children have had rich and meaningful experiences; they come from a home in which children's books are common, and from a neighborhood of stimulating play associates. Other children come from an environment that has not stimulated learning and growth. There has been no development of interest in reading and stories. As a result, a meager spoken vocabulary and a non cooperative attitude often exist among these children. A child may be timid, stubborn, inattentive and emotionally unstable and he may still use "baby talk."

The child from a home in which parents are educated provides many opportunities for favorable development. The adults have a rich vocabulary and speak good English. The

3. Albert J. Harris, How to Increase Reading Ability, p. 55.

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child tends to develop the same kind of speech. He is provided with broadening experiences through travel and excursions. The stories which are read or told to him tend to develop interests in books and reading. Books and magazines in the home attract him with their bright pictures.⁴

Children who grow up on isolated farms and in city slums know very little about the world in general. They are often ignorant of many common-place things.

Social Behavior

First grade children have already developed personalities of their own. There are always some who pay attention, enter into class activities and learn easily. Some are distractible and flighty and cannot keep at one activity for any length of time. Still others are timid and are afraid to talk. Others want to be the center of attraction. The child who seems never to pay attention may have a hearing defect. Other symptoms are: monotonous voice, indistinct speech, head tilt, frequent colds and rubbing and picking at the ears.

As one considers the many factors involved in readiness for reading, it is necessary to recognize that the presence of one factor may overcome the lack of readiness in other factors. Many children have profited from systematic instruc-

4. Ethel M. Falke, A Co-operative Study of Reading.

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The first part of the report deals with the general situation of the country and the progress of the work done during the year. It is followed by a detailed account of the various projects and the results achieved. The report concludes with a summary of the work done and the prospects for the future.

Annual Report

The first part of the report deals with the general situation of the country and the progress of the work done during the year. It is followed by a detailed account of the various projects and the results achieved. The report concludes with a summary of the work done and the prospects for the future.

The second part of the report deals with the financial statement of the organization. It shows the income and expenditure for the year and the balance sheet at the end of the year. The report also includes a statement of the assets and liabilities of the organization.

tion in reading because of an interest in reading and a desire to read even though their vision was far below normal.⁵

Not all children who enter the first grade and set about the task of getting ready to read have had happy pre-school years. Not all have had consistent discipline. Some have been deprived of affection or rejected by their parents. Others have been subjected to constant nagging. Some will be so mature personally that they adjust to the room, and to the large group of new faces. These children will feel secure and others, immature emotionally, will be unable to adjust to the new and difficult experience. Reading, along with other learning, will suffer when the child is emotionally immature. The child must be given opportunity to get acquainted with his surroundings, to get established, and to become adjusted to the teacher.

In learning to read it is necessary to be able to attend to what is being done. This implies the ability to listen, to concentrate and to look on.

Many children find it difficult to listen to what is being said for more than a very short period. They find it difficult to work with materials for more than a few minutes at a time. Some children cannot apply themselves closely to the task at hand. Reading will be influenced by the amount of

5. Lethel G. Kiesling, The National Elementary Principal, Seventeenth Yearbook, (July, 1938) p. 30.

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attention the child is able to apply to it. For the child to become an effective reader, his task should be well suited to him. The classroom should be conducive to good work.

The children must be able to handle the classroom equipment. They must be able to handle a book; they must be able to use crayons, pencils, chalk, paste, scissors and other things. Children come to school with the idea that the task of school is to teach them how to read. There are a few children who have little or no desire to read. In cases of this kind, it is the task of the teacher to make reading ability seem attractive enough to be worth the effort to learn.

As the child progresses through the first grade, he grows in his appreciation of the value of excellent reading ability.⁶

Application of Reading Readiness

After the intelligence test and a reading readiness test have been given to the children, they are classified into instruction groups. These groups may be made into separate classes.

The children who will probably make rapid progress in reading should be placed in the first group. The mental age of these children should be six and a half years. This will probably be the upper third of the class on the reading read-

6. Bond and Bond, op. cit., pp. 23-36.

attention the child is able to copy the letters
 in groups of identical letters, but this should be well
 in hand. The children should be encouraged to read
 The children must be able to handle the classroom copy-
 book. They must be able to handle a book; they must be able
 to use systems, symbols, words, letters, and words in their
 language. Children must be able to read the first
 of which is to read first few in hand. There are a few
 ones who have little or no ability to read. In cases of this
 kind, it is the task of the teacher to make reading ability
 more actively engaged in the child's life.
 As the child progresses through the first grade, he
 moves in his acquisition of the skills of reading
 ability.

Acquisition of Reading Habits

After the reading program has been started and a reading program has
 been given to the children, they are classified into two
 reading groups. These groups may be made into separate
 classes.

The children who will probably take more progress in
 reading should be placed in the first group. The reading
 of these children should be six and a half years. This will
 probably be the upper limit of the class in the reading program.

iness test. The second group consists of children with a mental age between six and six and a half. This group will probably make average progress and is likely to stand in the middle third of the class on the reading readiness test.

The children who do not come up to the standards set for the first two groups will make up the third group. They will have to be introduced to reading slowly and carefully. This group comprises the pre-reading class.

With appropriate teaching, reading readiness can be developed to some extent. All the factors in reading are susceptible to improvement except general intelligence. Definite objectives and procedures must be set up in order to produce effective results. A list of major objectives with suggestions about procedures are set up by Harris.

1. Discovery and correction, as far as possible, of visual, auditory, and other physical defects that may need attention. Obviously this should be stressed for its own sake as well as for its value in removing impediments to learning.
2. Provision of rich and varied experiences as a background for comprehension. Experience may be enriched directly through visits to such places as zoos, farms, stores, fire stations, etc., and indirectly by means of stories, songs, games, and discussion of pictures and lantern slides.
3. Training in the perception of similarities and differences in visual forms. Visual perception may be sharpened by drawing, coloring, and other types of handwork, and by games in which matching forms and shapes is the main activity. Exercises may be constructed and duplicated in which the pupils are to select the one form that differs from several others that are identical.

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4. Development of a wide speaking vocabulary. New words are added to a child's vocabulary most naturally in connection with new experiences. So the suggestions made above for providing varied experiences are equally useful for vocabulary expansion. In addition, the teacher may deliberately introduce new words by using them in her own speech, and by games such as who can name the most animals, things people ride in, etc. Words suggested by one pupil that are unfamiliar to other pupils may then be explained.
5. Provision of training in accurate pronunciation and correct English. Speech training is incidentally provided in songs, stories, dramatization, and informal conversation. The teacher should be careful to provide a desirable model for imitation by the pupils, and should encourage them to speak in complete sentences.
6. Development of a desire to read. For this a library table supplied with attractively illustrated pictures and story books is of great value. The teacher should read stories from these books and encourage the children to look at the pictures. Motivation is such an important factor in learning that considerable effort should be spent on creating a desire to read.⁷

The teacher's manner of using books and reading activities with the children is important. The reading corner filled with well-chosen books arranged in an attractive and inviting way is of great importance. There are three types of books which are conducive to motivation. They are:

1. The picture book type in which there is no text.
2. The type which has one or two lines of text accompanying each picture.
3. The story-and-picture type in which the story is only enriched by pictures.

7. A. J. Harris, How to Increase Reading Ability, pp. 57-67.

Development of a wide range of vocabulary. The
 words are used in a child's vocabulary and
 naturally in conversation with the child.
 It is important that there be a
 varied environment and variety of words for
 their acquisition. In addition, the words are
 constantly reinforced not only by using them in
 her own speech, but by games such as the one
 the word "cat" is used. When words are used
 words are used in one's own speech and
 in other ways that are possible.

Development of reading in concrete situations
 and correct reading habits. Reading is learned
 by reading in concrete situations. The child
 and the parent are interested. The child
 learns to read a book and the parent
 reads to the child. The child learns to
 read in concrete situations.

Development of a desire to read. The child
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The child's interest in reading is
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1. The child's book is in which there is no
 text.
2. The type which has one or two lines of text
 accompanying each picture.
3. The story-book-type type in which the story
 is only told by pictures.

There should also be a collection of good stories to be read to the children.

The reading corner should be light and attractive. There should be shelves and tables for displaying books, and reading tables and chairs. For further motivation a librarian, whose duty it is to care for the books, is appointed from the class. The method of checking-out books should be so simple that the children themselves may take charge of their own borrowing and returning of books.

In addition to the use of books in the reading corner, interest may be developed by other methods. Some suggestions are:

1. Pictures may be used to accompany stories, poems or rhymes.
2. Things may be labeled, such as chairs, tables, stoves, bulletin board, blackboard, etc.
3. "Stop" and "Go" signs for the safety unit of work may be made.
4. The bulletin board should have on it signs such as "Today is Bill's birthday." "We will go to the show today."

There are several things which are beneficial to the initial stage in learning to read. These are a knowledge of left and right, recognition of the fact that reading and writing progress from left to right across the page, and the ability to see likenesses and differences in form.

The left and right can be taught through the playing of games and the use of tools which require the use of a definite

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hand. A game can be played which involves raising the left or right hand, standing on the left or right foot, etc. Directions may be given such as turn left, walk to the right, skip to the left, and so on.

Knowledge of the fact that reading and writing progress from left to right may be established by writing letters on the blackboard, before the child, or by sliding the hand along under the printing as it is being read.

Each child should be given a handedness test to determine his natural dominance. If no preference is noted, the use of the naturally dominant hand should be encouraged until a strong dominance or preference is established in that hand.⁸ The right hand should be made dominant if neither preference nor dominance appears for either hand.

Games and puzzles may be used to develop the ability to see likenesses and differences in forms. If colors are the clues to matching pieces of a puzzle, form usually is given less attention.⁹

Experimental data have been gathered which indicate that the factors which make for reading readiness success can be measured to a reasonably accurate degree. Some tests have been perfected and standardized which attempt to measure ob-

8. M. Lucile Harrison, Reading Readiness, Chapter III.

9. Loc. cit.

hand, it goes on to state that the right hand, when it is raised, is held in a position which is similar to that of the left hand, and so on.

Knowledge of the fact that the right hand is raised, and that the left hand is raised, is not sufficient to enable one to distinguish between the two, unless the position of the hands is known.

The right hand is raised, and the left hand is raised, and the two hands are raised together, and the two hands are raised together, and the two hands are raised together.

The right hand is raised, and the left hand is raised, and the two hands are raised together, and the two hands are raised together, and the two hands are raised together.

There are many other things which can be done with the hands, and which are done every day, and which are done every day, and which are done every day.

It is not necessary to know the names of the parts of the hand, in order to be able to use them, and it is not necessary to know the names of the parts of the hand, in order to be able to use them.

jectively reading readiness or probable success in learning to read.

There are some factors which influence reading readiness for which there are no objective measures. Some of these factors can be observed and rated subjectively with a fair degree of reliability by the teacher. Good work habits can be observed, such as the ability to stay with a task in spite of distraction and persistence in learning a new and difficult skill.

Tests

The Revised Stanford-Binet Scale

The Revised Stanford-Binet Scale is an intelligence test that should be administered by a trained examiner. It is probably the best individual test of general intelligence. Most children of six years of age and under have not yet learned to take group tests.

Arthur Point Performance Test

The Arthur Point Performance Test is also an intelligence test that should be administered individually by a trained examiner. It is made up of performance items and will give an estimate of mental ability even in the case of children who have language handicaps.

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California Mental Maturity

The California Mental Maturity - Pre-Primary Battery¹⁰ is a diagnostic mental test which provides a measure of language factors and non-language factors. It should be given to small groups of from six to twenty children.

Pintner-Cunningham

The Pintner Cunningham - Primary Mental Test¹¹ is a group test of mental ability which can be given during one class period. It includes sub-tests of common observation, aesthetic differences, associated objectives, discrimination of size, picture parts, picture completion, and dot drawing. These sub-tests have proved to be highly discriminating at this age level.¹²

Most children have a desire to learn to read. They feel that reading is something worthwhile. There are signs in and about the schoolroom on the bulletin board. Children have a desire to know what these notices say. They get enjoyment from the stories which are read to them. They see a wide use of reading outside the school as well. They

10. Elizabeth T. Sullivan, Willis W. Clark, and Earnest W. Teigs, Manual of Directions, California School Book Depository, Hollywood, California.

11. Rudolph Pintner, Bess V. Cunningham and Walter M. Durost, Manual of Directions for Pintner-Cunningham Primary Mental Test.

12. Bond and Bond, op. cit., pp. 37-40.

THE HISTORY OF THE UNITED STATES

CHAPTER I. THE DISCOVERY OF AMERICA

The discovery of America by Christopher Columbus in 1492 is one of the most important events in the history of the world. It opened up a new world of opportunity and led to the development of a new civilization.

CHAPTER II. THE EARLY YEARS

The early years of the United States were marked by a period of rapid growth and expansion. The population increased rapidly, and the territory of the nation grew to include the entire continent.

CHAPTER III. THE REVOLUTION

The American Revolution was a struggle for independence from British rule. It was fought between 1775 and 1783, and resulted in the birth of a new nation.

The Constitution of the United States was adopted in 1787, and provided a framework for the government of the new nation.

The early years of the United States were a period of great achievement and progress. The nation grew from a small colony to a great power.

THE HISTORY OF THE UNITED STATES

hear of interesting incidents learned from reading the newspaper. They see their older brothers and sisters read the comics in newspapers. The first-grade child is often asked by adults, "Can you read?" "Have you learned to read?" The first grade child has a desire to be able to answer these questions in the affirmative.

Summary

Successful reading accomplishment is, then, a very complex process. The thinking teacher must be alert to the factors of her pupils' personalities. Maturity, home environment, correct motivation, interests, physical well-being, and mental health are a few of the objects of a teacher's study. The teacher must also bear in mind that each child is unique. No one child ever completely corresponds to another.

Happiness in the school situation is vitally important to reading. If a child is not assured of some success, if he is oppressed by constant failure, he can never achieve much in reading. The teacher should strive, therefore, to make reading interesting and fulfilling. Interesting reading material is of great importance. A teacher should be wary of any reading material that holds little meaning or interest to her pupils. For example, children in Florida show little or no interest in reading of snow or snowmen. On the other hand, stories of animals, sunshine, flowers,

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and oceans are very popular in this state. By forcing children to read materials that are uninteresting to them, the teacher builds only unhappiness, boredom, and distrust of reading as an enjoyable experience.

If a child is developed enough to read and if the teacher is aware of all the factors which make up his environment, she must proceed carefully to motivate and create interest. By telling stories, making a library corner, by choral reading, by games and many other methods, a teacher can cause the pupils to see that reading can be interesting and entertaining. Voice and vocabulary become important and the teacher must be wise enough to stress each of these two phases in reading. Motivation is most important and is accomplished through games, progress charts, and through the use of pupils' interests.

The teacher should also keep charts of progress for her own study. Only through accurate study of each child and the way he progresses, can a teacher hope to help the pupils overcome their difficulties. Careful tests for reading comprehension are given at different stages. By testing, teaching, testing, and reteaching, progress is made.

CHAPTER IV

REMEDIAL READING IN PRIMARY GRADES

Remedial Instruction

Remedial instruction is the form of teaching undertaken to improve abilities in which diagnosis has revealed deficiency. Remedial teaching is intended to correct weaknesses, to remove inappropriate habits, or to substitute a good technique for a poor one. Individual needs are administered by remedial instruction.

The greatest possible adjustment of instruction to individual needs for all children is advocated by reading specialists. There is no distinction between regular developmental classroom teaching and remedial instruction. Remedial instruction consists in setting up the maximum intensity of specialization to meet individual needs and individual differences. Remedial instruction is given to the pupils who have the greatest difficulties.

The objectives sought in remedial teaching are those which every good teacher seeks to achieve in her classroom. She desires to build up an interest in reading. She desires to give her pupils an assortment of techniques which they must be able to use to meet particular needs.¹

1. Arthur I. Gates, The Improvement of Reading, pp. 120-123.

SECRET

MEMORANDUM FOR THE DIRECTOR

DATE: 10/15/54

Reference is made to the report of the Special Agent in Charge, New York, dated 10/12/54, and the report of the Special Agent in Charge, New York, dated 10/12/54, and the report of the Special Agent in Charge, New York, dated 10/12/54.

It is noted that the above information was obtained from the confidential source mentioned in the report of the Special Agent in Charge, New York, dated 10/12/54.

The source mentioned in the report of the Special Agent in Charge, New York, dated 10/12/54, is a confidential source who has provided reliable information in the past.

It is recommended that the information mentioned in the report of the Special Agent in Charge, New York, dated 10/12/54, be disseminated to the appropriate agencies.

Very truly yours,
Special Agent in Charge

Enclosure

Approved for release by the Special Agent in Charge, New York, dated 10/15/54.

Very truly yours,
Special Agent in Charge

Approved for release by the Special Agent in Charge, New York, dated 10/15/54.

"It has been said that remedial teaching is nothing but good, effective teaching; that the only difference between remedial teaching and ordinary teaching is that remedial teaching is done more thoroughly, more systematically and more efficiently. There is nothing magical about remedial work."²

"There would be little need for remedial instruction in reading if the regular teaching program were perfectly adjusted to the abilities and needs of each child from the time he enters school. In most schools, however, the lack of such adjustment is sufficient to produce reading difficulties in excess of what would be expected in view of the limited capacities of some children."³

Through suitable remedial programs, most cases of reading failures or retardation can be corrected or greatly improved.

It is essential to deal with basic causes rather than with symptoms alone in overcoming deficiencies in reading. The discovery of existing difficulties by careful observation and means of adequate tests is necessary. The remedial program must go beyond the drilling of children on the phases of reading in which they are weak.⁴

There are many poor readers handicapped by minor difficulties such as low mental ability, physical handicaps, unfavorable conditions, materials that are too difficult, defective vision, inferior instruction, poor motivation and

2. Albert J. Harris, How to Increase Reading Ability, p. 168.

3. The National Elementary Principal, Seventeenth Yearbook, July, 1938, (Editorial comments) p. 387.

4. Loc. cit.

The first part of the report deals with the general situation in the country and the progress of the work done during the year. It is followed by a detailed account of the various projects and the results achieved. The report concludes with a summary of the work done and the prospects for the future.

The second part of the report deals with the financial situation of the organization. It gives a detailed account of the income and expenditure for the year and shows how the funds have been used. It also discusses the financial position of the organization at the end of the year and the measures taken to improve it.

The third part of the report deals with the personnel of the organization. It gives a list of the staff and their duties and discusses the work done by each of them. It also discusses the measures taken to improve the efficiency of the staff.

The fourth part of the report deals with the work done by the various committees and sub-committees of the organization. It gives a list of the committees and their members and discusses the work done by each of them.

The fifth part of the report deals with the work done by the various departments of the organization. It gives a list of the departments and their members and discusses the work done by each of them. It also discusses the measures taken to improve the efficiency of the departments.

The sixth part of the report deals with the work done by the various branches of the organization. It gives a list of the branches and their members and discusses the work done by each of them. It also discusses the measures taken to improve the efficiency of the branches.

The seventh part of the report deals with the work done by the various societies and clubs of the organization. It gives a list of the societies and clubs and their members and discusses the work done by each of them. It also discusses the measures taken to improve the efficiency of the societies and clubs.

an inadequate vocabulary.

Measurements of Ability and Achievement in Reading

If the classroom teacher is well trained and well directed, she can do much toward appraising the abilities and discovering the reading defects and reading interests of her class. She should begin by testing the whole class, by dividing the class into groups in accord with the results of testing. From that beginning she should continually observe, test and appraise these groups until each individual's problems stand out clearly. The mental age and intelligence quotient of the children should be determined by a valid and reliable test. Often a cause of reading retardation is the lack of mental ability. A knowledge of each child's mental age and I. Q. should help the teacher to understand reading defects. The classroom teacher will be greatly aided in appraising reading abilities and defects by the use of at least two well-chosen tests.

The reading level and retardation of each child should be computed and individual defects noted.

A carefully planned diagnostic and remedial program for the children who are retarded should be put into use. The teacher should study the child continually. By studying the test items of each retarded child, she should be able to discover the nature and seriousness of his difficulties.

Individual oral reading tests should be given to each child. The causes of reading difficulties may be understood

more perfectly if one can observe a child as he reads orally. The causes of low reading ability will be more clearly understood if notations are made of the various types of defects, such as, mispronunciation, poor enunciation, reversals, omissions, substitutions and words refused.⁵

The most valuable means of discovering minor difficulties in the classroom is teacher observation. Always the teacher must be evaluating pupil performance, detecting new interests, observing defects and noticing change and transfer of interest. The class should be observed as it reads silently. The teacher should watch for visual and other defects. The lack of attention should be noted. The teacher must notice each child's reaction, such as poor attitudes, slow reading, lack of interest in the story, and labored effort in reading. The child must be provided with a satisfying experience and given the type of story he likes best. He must be directed to materials which are easy and interesting to him.

"The teacher must always keep in mind such questions as these:

1. What are the defects of this child?
2. What is his ability level?
3. What are his interests?
4. What is his attitude?
5. Is he trying as he should?

5. Ibid., pp. 389-390.

the purpose of the present study is to determine the effect of the various types of interest on the learning of the foreign language. The results of the study will be presented in a separate report.

The first objective of the study is to determine the effect of the various types of interest on the learning of the foreign language. The results of the study will be presented in a separate report.

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The results of the study are as follows:

1. The results of the study are as follows:
2. The results of the study are as follows:
3. The results of the study are as follows:
4. The results of the study are as follows:
5. The results of the study are as follows:

6. Is he improving?
7. Is this material interesting to him?
8. Is it too hard?
9. Is he capable of understanding this story or this material at his present level of ability?
10. Is he challenged by this method and by these materials?"⁶

The same general principles that are or should be observed in any other type of instruction should be observed in remedial teaching.

"In choosing and organizing materials for remedial work in reading, six points should be borne in mind:

1. The material should be highly interesting to the pupil.
2. Materials of outstanding popularity among children should be chosen.
3. The material should be of proper difficulty.
4. The materials should be of various types.
5. An abundance of easy reading should be provided as a substitute for review.
6. The teacher should help the pupil develop the need for reading."⁷

"A good questionnaire relating to interests, activity, and experiences is of value in discovering the reading needs of the child. The Witty Pupil Report on

6. James A. Fitzgerald, The National Elementary Principal, July 1938, p. 395.

7. Arthur I. Gates, The Improvement of Reading, pp. 124-127.

- 1. To be interested
- 2. In this subject, according to him
- 3. In it too much
- 4. In the number of interesting things about the subject of his interest
- 5. In the number of interesting things about the subject of his interest

The same subject, including that one or more by the same person in any other type of instruction should be observed

In reading material

1. The material should be highly interesting and stimulating to the reader

- 2. The material should be highly interesting and stimulating to the reader
- 3. The material should be highly interesting and stimulating to the reader
- 4. The material should be highly interesting and stimulating to the reader
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- 7. The material should be highly interesting and stimulating to the reader
- 8. The material should be highly interesting and stimulating to the reader
- 9. The material should be highly interesting and stimulating to the reader
- 10. The material should be highly interesting and stimulating to the reader

A good reading material should be interesting, exciting, and stimulating to the reader in order to develop the habit of reading.

James A. ...

James A. ...

Interests and Activities and the Fitzgerald Inventory: Interest, Likes, Activities and Experiences have been found helpful for this purpose. In order that the remedial program may be most successful, the appraisal should not be limited to the discovery of the child's weaknesses. It should seek out also his points of strength and power. Often the application of an interest inventory will reveal more about a child's likes and dislikes, interests and lack of interests, than could be learned in a whole year of casual observation and teaching. In some cases the best attack on weaknesses may be made thru the strong points of the child. In any case strong, driving interests are important avenues of attack in overcoming difficulties and failures in reading."⁸

The following may be extremely helpful in discovering interests upon which to build the remedial program for a particular child:

- "1. What games do you like best?
2. What toys do you want most?
3. What movies do you enjoy most?
4. Who is your favorite movie hero?
5. What are your favorite radio programs?
6. What work do you like best?
7. How would you like to spend next Saturday?
8. If you could have only one pet, which one would you choose?
9. For what do you wish most?
10. What are your favorite books?
11. Check the kind of reading which you enjoy most:

8. James A. Fitzgerald, The National Elementary Principal, July 1938, p. 392.

THE UNIVERSITY OF CHICAGO
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CHICAGO, ILL.

1911

STATEMENTS OF THE UNIVERSITY OF CHICAGO

FOR THE YEAR ENDING 1911

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| a. Poems | d. Newspapers |
| b. Stories | e. Funnies |
| c. Magazine articles | f. Sports ⁹ |

There should be a proper schedule for remedial instruction. Remedial instruction is not effective without a definite place in the daily program.

"Some of the time customarily spent in activities in which the pupil is well advanced or in which there is relatively little of importance may be devoted to instruction in reading. In formulating such a program, the following cautions should be observed:

1. Remedial instruction should not be substituted for enjoyable activities.
2. Remedial instruction should be managed so as not to classify the pupil in an embarrassing way.
3. The time allowance for remedial work should be generous.
4. The teacher should have sufficient time to arrange and supervise the remedial work.
5. Remedial work may be either individual or cooperative.
6. Remedial work should be begun at a favorable time.
7. Successes should be emphasized.
8. Improvement should be measured and records shown.
9. The pupil's particular errors and successes should be detected.
10. The teacher's attitude should be optimistic and encouraging.

9. Loc. cit.

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11. The teacher should help the pupil avoid over-anxiety and extreme effort.
12. Practice should be so distributed as to avoid fatigue and boredom.
13. A variety of exercises and activities should be provided.
14. A plan should be dropped when it fails to produce results after a fair trial.
15. Individual supervision should be continued until the pupil has his improved techniques well habituated.
16. The pupil must be induced to read widely in order to insure further growth in reading."¹⁰

The children which are scheduled for remedial work are usually pupils who have failed to master the material when it was first taught to them. Therefore, the teacher should start with testing in order to determine reteaching needs. It is of great importance to lay a firm foundation before proceeding to a higher level. If a twelve year old has second grade reading ability, his instruction should start at the second grade level. To find reading of the appropriate level of difficulty is very important in the selection of materials. The pupils should be provided with material which they can read without too much difficulty. Pupils try hardest on material that they like, and older boys and girls often express disdain for books written for younger children. An abundance of varied types of books and exercises should be

10. Ibid., pp. 129-138.

- 17. The teacher should use the word "and" to connect words and phrases.
- 18. The teacher should be as direct as possible in his instructions and corrections.
- 19. A variety of exercises and activities should be provided.
- 20. A plan should be developed which is tailored to meet the needs of the individual child.
- 21. The teacher should be prepared to accept the fact that the child has his own way of learning.
- 22. The child must be allowed to learn at his own pace and in his own way.

The children which are mentioned in the preceding list are

usually found in the home. It is not unusual to find a child who is unable to read at the age of five. This is usually due to the fact that the child has not had the opportunity to learn to read. The teacher should be prepared to accept the fact that the child has his own way of learning. It is not unusual to find a child who is unable to read at the age of five. This is usually due to the fact that the child has not had the opportunity to learn to read. The teacher should be prepared to accept the fact that the child has his own way of learning. It is not unusual to find a child who is unable to read at the age of five. This is usually due to the fact that the child has not had the opportunity to learn to read. The teacher should be prepared to accept the fact that the child has his own way of learning.

available if a well rounded program of reading is to be followed. Care must be taken not to introduce too much new material at one time. As the child's reading improves, the difficulty of the materials should gradually be increased. To find reading material which appeals to the interests of older children and at the same time is easy enough for them is often a difficult task.¹¹

"Every sign of improvement in the child's work should be noted and praised. Nothing is more stimulating to a child than visible evidence that he is making headway."¹²

Progress charts have proved very successful and should be used freely. Some of the types of charts that appeal to older children are:

- (1) the bar graph;
- (2) a race-track, using a tiny cut-out auto or horse attached by a pin;
- (3) a journey across the country, using a cut-out train, airplane, etc., and a map.

For each different type of remedial exercise that is used there should be a separate chart or graph. The units of improvement should be small enough so that progress can be recorded at frequent intervals.¹³

11. Albert J. Harris, How to Increase Reading Ability, pp. 168-174.

12. Loc. cit.

13. Loc. cit.

The first part of the report deals with the general situation of the country and the progress of the work done during the year. It also mentions the various committees and sub-committees which have been formed to deal with the different aspects of the problem.

REPORT OF THE COMMITTEE

The Committee has the honor to acknowledge the receipt of the report of the sub-committee on the subject of the proposed amendments to the constitution of the Council of the University of London.

The sub-committee has considered the proposals and has found them to be of a nature which would be likely to result in a more efficient and economical working of the Council.

Yours faithfully,

Chairman of the Committee

The Committee has also considered the proposals for the amendment of the rules of the Council and has found them to be satisfactory.

The Committee has also considered the proposals for the amendment of the rules of the Senate and has found them to be satisfactory.

The Committee has also considered the proposals for the amendment of the rules of the Senate and has found them to be satisfactory.

Yours faithfully,

Chairman of the Committee

Chairman of the Committee

Chairman of the Committee

Difficulty of Reading Material

The teacher should start with what the pupil knows. If he is twelve years old and can read second grade material, he should be given second grade material. At the beginning of remedial reading it is often best to give the child materials which are on a level that is one or two grades below his apparent reading level. One cannot judge reading material by the fact that it is supposedly on a certain grade level. Books labelled the third grade have variations in difficulty. The difficulty of a book depends largely on the vocabulary that it contains. A book which uses a small number of words that recur frequently tends to be easy; one which employs a large number of new words, many of which are used only once or twice, tends to be difficult. The sentence structure and the fact that the material is based on experiences familiar to a child figure significantly in choosing material.¹⁴

Materials may be gleaned from old readers; however, the language must be modernized. Copies can then be mimeographed. Numerous magazine and newspaper articles are of value for re-writing and mimeographing. The materials must be written with the vocabulary within the child's experience. Some materials may be adapted from old health, language or even number books.

Many teachers write their own materials. Difficult vo-

14. Albert J. Harris, How to Increase Reading Ability, p. 203.

MEMORANDUM FOR THE RECORD

DATE: 11/15/54

TO: SAC, NEW YORK

FROM: SAC, NEW YORK

SUBJECT: [Illegible]

[The following text is extremely faint and largely illegible. It appears to be a memorandum detailing an investigation or report.]

[Continuation of the memorandum text, including a signature block and possibly a distribution list.]

[Final lines of the memorandum, possibly including a date and initials.]

cabulary material can readily find adjustment under the thought of a trained teacher. In writing material, care must be exercised in the selection of clear type. Strange as it may seem, long words are not the ones that are difficult for a child. Children can recognize long words easier than they can short words.

Teachers may find it necessary to write informational material for activities. Most of the primary children will not be able to read reference books, and certainly, children who need remedial reading will delight in reading information so that they may take part in class discussions. Such materials will have to be rewritten to meet the limitations of maturity.

Teachers take advantage of many advertisements of free materials for classroom use. Manufacturing companies, fruit growers and other industries have attractive and useable charts and booklets which they will send on request. For example, General Mills, Inc., Minneapolis, Minnesota, is one such company.

"Magazines and newspapers also offer good possibilities for use with retarded readers. My Weekly Reader¹⁵ is a weekly newspaper intended for school use. It is available in several editions suitable for different grades. As supplementary reading in remedial programs, this newspaper has been used very successfully. Daily

15. Printed by the American Education Press, Chicago, Illinois.

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papers may also be used to good advantage. The sections that appeal most effectively to retarded readers are the comics and sport pages for boys, while the comics and fashion news appeal to the girls. Newspapers may be used for giving specific training in reading and interpreting weather forecasts, advertisements, etc.¹⁶

Remedial teachers have found the use of picture dictionaries to be very helpful in remedial work with primer level readers. There are some remedial teachers who have the children make their picture dictionaries. In this way the dictionary contains only those words which the children actually need. Children enjoy preparing them--finding and cutting out or drawing illustrations, printing the words in their proper places, and making decorative covers.¹⁷

Since reading skills cannot be invariably developed and maintained, the teacher must be prepared with tools that will enable her to detect defects as they arise. Thus, she can remedy the defects before they occasion serious disturbance.

The level and the character of material may be selected to incite greater interest. In remedial work, especially, it is important to provide the encouragement to learning which a taste of attractive materials may provide. The types of content and practice exercises found to be generally highly attractive may be adapted with some confidence.

16. Albert J. Harris, How to Increase Reading Ability, p. 220.

17. Ibid., p. 223.

It is of the greatest importance not only to make the pupils' progress possible, but also make clear to the learner the improvement he has achieved.

The need for a variety of content, activities and problems, exercises, and pictures is great. There are excellent exercises in selecting the right picture, in drawing or coloring illustrations according to directions, in the use of puzzle paragraphs to be solved or individual and group competitive games in which the reading is realistic and abundant.

To aid in gaining a mastery of words, children should be given opportunities to reread familiar material as rapidly as possible. Also there should be provided an abundance of interesting, fresh material.

Associations of pictures with phonetic analysis is another aid.

To increase the child's vocabulary of word meanings, new words should be introduced and used in free conversation. The teacher can use these words in talking with the children. Words such as tantalizing, astonished, and amusing occur in one set of basal readers called the Alice and Jerry series. These words can be made a part of the children's vocabulary and be a pleasure to them. Some Spanish words are introduced, such as adios and madre. It is a delight to the children to use these words, especially "adios" when they leave in the afternoon.

It is in the greatest measure that the
 social progress depends. For this reason it is for the
 the improvement in the country.

The need for a variety of sources, activities and pro-
 gram expansion, and interest in general. There are excellent
 examples in extending the social activity, in extending of col-
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 activity.

The following illustrates the vocabulary that may be built up from flash cards:¹⁸

Action

stand sit
walk jump
bend whisper
touch come

Colors

purple blue
green yellow
orange red

Parts of the Body

head cheeks
fingers thumbs
nose teeth
foot upper lip

Directions

up between
down before
in behind
around left

Yes and No Foods

milk coffee
onions butter
oranges tomatoes

Numbers

one six
two seven
three eight
four nine
five ten

Opposites

hot	cold
inside	outside
land	water
up	down
lost	found
big	little
old	new
hard	soft
north	south
east	west
boy	girl

Children should have many interesting games in looking for sentences and phrase units instead of separate words.

The study of prefixes, suffixes and base words is in-

18. Chloe C. Baldrige, The Grade Teacher, September, 1940, p. 26.

valuable in regular reading and in remedial reading. Companion books to accompany attractive readers give an abundance of practice in such study. The accompanying teacher's manual gives material to be used on the blackboard in games and drills or on mimeographed sheets.

Children may have made interesting lists of words such as beautiful words, new words, or sentences with use of two, too and to.

When a pupil first attempts to learn a word, he must react to its characteristics in such a way as to enable him to recognize the word form and distinguish it from others. There are doubtlessly many techniques employed in studying new words though they may be difficult to detect in the reading of children. Beginners in reading may become aware of bell, ball, hall, or base, chiefly by contour. This type of word recognition is also inadvisable. Recognition of isolated syllables must be combined with the ability to break-up unknown words into parts.

Deaf children who are incapable of utilizing phonetic aids will use more diverse ways of recognizing words than the child who has good hearing.

For voice training in remedial or regular reading, the teacher may prepare numerous interesting things to do, similar to the following:

The first part of the report deals with the general situation of the country and the progress of the work done during the year. It also contains a list of the names of the persons who have been appointed to various positions during the year.

The second part of the report deals with the work done during the year in various departments. It contains a list of the names of the persons who have been appointed to various positions during the year.

The third part of the report deals with the work done during the year in various departments. It contains a list of the names of the persons who have been appointed to various positions during the year.

The fourth part of the report deals with the work done during the year in various departments. It contains a list of the names of the persons who have been appointed to various positions during the year.

The fifth part of the report deals with the work done during the year in various departments. It contains a list of the names of the persons who have been appointed to various positions during the year.

"I am going to the mountains, Monday.
I am going to the mountains, Monday.
I am going to the mountains, Monday."¹⁹

Charts containing phrases may be prepared. The children will be allowed to see several words at once. Cards with one word may be used for a period of time, then cards with two words, and later cards with three words. Finally, cards with short sentences may be used.

Phrases may be printed on the board, and a shade can be fastened to the top of the board to be lowered quickly over certain phrases, or raised for the children to read at a glance.

Sentences on the board may be read by phrases.

There is no limit to the number of games to be played in matching phrases that are printed on the board. Or, the teacher may read a phrase and have the children find the phrase in the book they hold.

Words such as the following should be used in games and activities for word study: bread, clock, bed, ball, orange, desk, chart, meat, pictures, fruit, potatoes, table, baby, cradle, apples, teacher, marble, train, horse, board, pencil, paper, chalk, car, automobile, pen, chair, basket, book, kiddie-car, and mule.

Later they may be written on the board again and used

19. Arthur S. Gist, and William A. King, The Teaching and Supervision of Reading, p. 55.

1	is added to the	1	is added to the
2	is added to the	2	is added to the
3	is added to the	3	is added to the

On the other hand, the...

It is also possible to...

With the use of...

It is also possible to...

On the other hand, the...

It is also possible to...

With the use of...

It is also possible to...

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With the use of...

It is also possible to...

On the other hand, the...

It is also possible to...

for silent reading:

1. The names of three things you can eat or would like to eat.
2. The names of four things you can see in this room.
3. The names of three things you can remember having at home.
4. The names of two things that are round like a ball.
5. The names of three things with which you can write.
6. The names of two things on which you can write.
7. The names of two things on which you can ride.²⁰

Envelopes may be prepared containing four or five cards. There may be enough for each child to have an envelope or the work may be carried on by groups. On each card is written a description of some object, for instance:

I live in the water.

I swim very fast.

I am good to eat.

Draw my picture.²¹

To help eliminate miscalling sight words, words may be arranged in like and unlike (but similar) pairs:

of	or	if	it
an	on	them	then
were	where	and	an

20. Laura Gillmore Smith, Some Primary Methods, p. 92.

21. Ibid., p. 94.

For all the reasons:

- 1. The fact that the Commission has not yet decided on the merits of the case.
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- 10. The fact that the Commission has not yet decided on the merits of the case.

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The Commission has not yet decided on the merits of the case.

Each child should have a paper with the word list, and check the like pairs.²²

Using the imagination in drill work can turn it from a dull, drab lesson to one of an entirely different atmosphere. The teacher may "sell" flash cards to the children as tickets to a circus. If the child knows his "ticket" he takes his seat in an imaginary tent, ready for the circus performance. The circus can be changed to an airplane the next day, or the children may go shopping and move from one store to another if they know their card.

A class newspaper is one of the very best activities for supplementing reading material. Much of the "news" will first be worked out on the blackboard and then transferred to paper by the teacher.

Interesting blackboard reading lessons may be planned, using children's basic reading vocabulary and the initial consonants as they are introduced. Children will read the sentences putting words in the blanks, for example:

1. S _____ likes to sun.
2. The s _____ comes up every morning.
3. Baby likes to s _____.

Children may on another day draw pictures of words that are omitted in sentences:

22. Ibid., pp. 104-106.

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1. Father rides to work in a b_____.
2. Baby has a big red b_____.
3. I sleep in a b_____.
4. I read in a b_____.

The type of work shown above should be used for each consonant sound, giving thereby opportunity for the children to develop ability to hear initial, final and medial consonants. Incidentally, the reading vocabulary will be increased.²³

Children should be taught to listen carefully as words are pronounced, so that they may learn to recognize blended consonants. In using words such as the following, the teacher may ask the children to repeat the words softly as she pronounces them.

step	stand	sting
stone	stick	stamp

A classroom teacher who has had experience with many reading texts can usually form rough estimates of the difficulty of a book by reading it through and studying a few of the pages carefully. In evaluating basal readers, she will find the page-by-page list of new words given in many recently published books to be helpful. The choosing of a book for an individual child can be done by the teacher's estimating its difficulty. She should have the child read a few sample selections from the

23. Ibid., p. 108.

- 1. The first step is to identify the problem.
- 2. The second step is to define the objectives.
- 3. The third step is to develop a plan.
- 4. The fourth step is to implement the plan.

The first step in the process of problem solving is to identify the problem. This involves a clear understanding of the situation and the specific issues that need to be addressed. Once the problem is identified, the next step is to define the objectives. This means determining what you want to achieve and what success looks like. The third step is to develop a plan, which involves identifying the resources you have and the steps you need to take to solve the problem. Finally, the fourth step is to implement the plan, which means putting your plan into action and monitoring progress.

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A classroom teacher who has had experience with this method will find it useful. The teacher will find it useful because it provides a clear framework for solving problems. The teacher will find it useful because it helps to focus on the most important aspects of the problem. The teacher will find it useful because it provides a systematic way of thinking about the problem. The teacher will find it useful because it helps to identify the resources that are available and the steps that need to be taken. The teacher will find it useful because it provides a way of monitoring progress and adjusting the plan as needed.

book and tell her which words he does not know. A book intended for remedial reading should not have more than two or three words in a hundred running words that are unknown to the child.²⁴

In addition to the level of the material, the character of the material must be selected to incite greater interest. In remedial work it is especially important to provide the encouragement to learning which a taste of attractive materials may provide. The types of content and practice exercises found generally to be successful can be selected with confidence for remedial reading.

In remedial reading there should be some device for measuring a pupil's achievement each day, and thereby make possible a statement of progress. The daily achievements should be recorded in graphic or other form so as to indicate the curve of improvement.²⁵

Such records the teacher may utilize as means of further diagnosis, of discovering in which particulars the pupil errs and in which he requires further experience. The pupils themselves may be taught to check their own errors and to seek for their causes. Checking should have motivation. If children are dishonest or cheat, they discover that difficulties are the concomitants of self-checking.

24. Albert J. Harris, How to Increase Reading Ability, p. 204.

25. Ibid., p. 206.

The first part of the report is devoted to a general survey of the situation in the country. It is followed by a detailed account of the work done during the year.

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The fifth part of the report is devoted to a detailed account of the work done during the year. It is followed by a detailed account of the work done during the year.

Summary

Remedial instruction is a thorough, systematic and efficient teaching procedure which is aimed at correcting difficulties in the reading program. It is a part of the regular reading program. It is nothing but good effective teaching. It is more thoroughly, more systematically and more efficiently done. Through suitable remedial programs, most cases of reading failures or retardations can be corrected or greatly improved.

The reading level and retardation of each child should be computed and individual defects noted. The teacher should study the child continually. The most valuable means of discovering minor difficulties in the classroom is teacher observation. The child must be directed to materials which are easy and interesting to him. The teacher's attitude should be optimistic and encouraging. The pupils should be provided with material of the appropriate level of difficulty. An abundance of varied types of books and exercises should be available for a well-rounded program of reading.

A class newspaper may be used to good advantage in the supplementary reading program. In remedial work it is especially important to provide the encouragement to learning which a taste of attractive materials may provide.

READING

General instruction is a thorough, systematic and
 direct teaching procedure which is aimed at developing
 facilities in the reading process. It is a part of the general
 reading course. It is simple but good effective teaching.
 It is not designed, more systematically and more effectively
 than the general reading course, but cases of reading
 the failure in reading can be corrected or prevented in

Method

The reading level and material are used which should
 be developed and which are selected matter. The teacher should
 study the child's condition. The next value is more of the
 reading level. The child must be placed on a certain level of
 reading and instruction to him. The teacher's attitude should
 be realistic and sympathetic. The child should be given
 the right kind of material of the appropriate level of difficulty.
 An abundance of varied types of books and material should
 be available for a well-rounded program of reading.
 A direct instruction may be used to help children in the
 elementary reading program. In reading work it is es-
 pecially important to provide the encouragement to learning
 which a teacher of attentive materials may provide.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

Correct methods of teaching reading assume great importance when it is realized that reading is the most important subject in the elementary curriculum.

In view of the different abilities of the students, it is difficult for the teacher to instruct in reading en masse. Each child requires individual attention according to his needs and abilities.

There are many causes, organic and otherwise, which result in poor reading. One important factor causing difficulty in reading, results from beginning reading before the child is physiologically or mentally mature enough to master it.

Learning to read should be a meaningful process and certain essential principles observed:

1. There should be a definite attack on learning to recognize words.
2. Written symbols should be introduced through units of words, phrases, etc., and
3. Motivation should be definite.

Successful reading accomplishment is a very complex process. Even in the modern school, the obligation to teach children to learn through reading is its outstanding tech-

nical function. Learning through reading is the largest circle of experience into which the child reaches. If the children are forced to read materials that are uninteresting to them, the teacher builds only unhappiness, boredom, and distrust of reading as an enjoyable experience.

When diagnosis has revealed a deficiency in reading, remedial instruction should be undertaken to improve abilities. Remedial instruction consists in setting up the maximum intensity of specialization to meet individual needs and individual differences. Through an adequate program, most cases of reading failures or retardation can be corrected or greatly improved. Remedial instruction should be nothing more than good effective teaching.

Much depends on the resourcefulness and ingenuity of the teacher. In addition, the teacher of remedial reading must be a keen observer of her students in order to detect immediately any reading deficiencies.

A child's progress through school and success later in life is directly proportional to his achievement in reading and his ability to comprehend and to interpret what he has read. Therefore, the importance of a good remedial reading program, which would enable those deficient in reading to secure this ability to comprehend, cannot be stressed too strongly.

The first part of the document contains a list of names and their corresponding addresses. The names are listed in a column on the left, and the addresses are listed in a column on the right. The names are: J. P. Morgan, J. D. Rockefeller, J. C. Fargo, J. B. S. Paine, J. H. Morgan, J. G. Thompson, J. K. Williams, J. L. Smith, J. M. Jones, J. N. Brown, J. O. White, J. P. Black, J. Q. Green, J. R. Gray, J. S. Hall, J. T. King, J. U. Lee, J. V. Miller, J. W. Moore, J. X. Taylor, J. Y. Adams, J. Z. Baker.

The second part of the document contains a list of names and their corresponding addresses. The names are listed in a column on the left, and the addresses are listed in a column on the right. The names are: J. A. Clark, J. B. Davis, J. C. Evans, J. D. Fisher, J. E. Gibson, J. F. Hill, J. G. Jackson, J. H. Kelly, J. I. Lewis, J. J. Martin, J. K. Nelson, J. L. Owen, J. M. Parker, J. N. Quinn, J. O. Reed, J. P. Stewart, J. Q. Thomas, J. R. Turner, J. S. Vance, J. T. Warren, J. U. Young.

The third part of the document contains a list of names and their corresponding addresses. The names are listed in a column on the left, and the addresses are listed in a column on the right. The names are: J. V. Wright, J. W. Scott, J. X. Green, J. Y. Adams, J. Z. Baker, J. A. Clark, J. B. Davis, J. C. Evans, J. D. Fisher, J. E. Gibson, J. F. Hill, J. G. Jackson, J. H. Kelly, J. I. Lewis, J. J. Martin, J. K. Nelson, J. L. Owen, J. M. Parker, J. N. Quinn, J. O. Reed, J. P. Stewart, J. Q. Thomas, J. R. Turner, J. S. Vance, J. T. Warren, J. U. Young.

Conclusion

The following conclusions were drawn after a careful analysis of the foregoing material.

It may be concluded that mass reading is responsible for difficulty and failure in reading since reading is difficult to teach by group methods. Some of the other factors responsible for reading difficulties are:

1. Organic defects due to deficiency in visual perception, visual imagery, or visual memory, to visual memory span, poor recognition memory and to weak power of auditory analysis and the like.¹
2. Beginning reading before the pupil is physiologically or mentally mature enough to master it.²
3. Failure to acquire one or more techniques or skills involved in reading.³

From the very beginning, learning to read should be a meaningful process. The child must have the proper stimulation and must have a real purpose in reading which makes comprehension essential to the feeling of success. The reading provided should be easy enough for natural reading but should be thought provoking. The child should always be encouraged to read to find out something. As a test of his ability to read, he might be encouraged to relate the story

1. Supra, pp. 9-10.

2. Supra, pp. 10-11.

3. Supra, pp. 11-12.

Conclusion

The following conclusions were drawn from a careful

analysis of the foregoing material.

It may be recalled that the reading is responsible

for efficiency and failure in reading also leading to ill-

health to such an extent as to cause death. Some of the other fac-

tors responsible for reading difficulties are:

1. Organic defects due to malnutrition in utero, malnutrition, physical defects, or brain injury, to which may be added, poor heredity, sensory and motor defects of the eyes, ears, nose, mouth, and throat.

2. Reading habits formed before the child is three years of age, which are usually in order.

3. Failure to acquire the proper techniques of reading.

From the very beginning, learning to read should be a

continuous process. The child must have the proper attitude

and must have a real purpose in reading which makes

comprehension essential to the reading of success. The read-

ing material should be well suited to the child's reading level

and should be thought provoking. The child should always be en-

couraged to read to find out something. As a test of his

ability to read, he might be encouraged to relate the story

1. Smith, pp. 9-10.

2. Smith, pp. 10-11.

3. Smith, pp. 11-12.

to the teacher or to the class, or, to conduct a discussion concerning it. The pupil should never be asked to read a selection merely to prove he can read it.

It may be concluded that by taking the simple precaution of not giving children formal reading instruction until they are ready for it, much retardation in reading can be prevented.

Reading readiness depends upon a large number of characteristics including intelligence,⁴ visual and auditory perception,⁵ language development,⁶ background of experience and social behavior.⁷

In regard to the remedial reading program, the children should be classified into instruction groups after intelligence tests and reading tests⁸ have been administered and the results carefully analyzed.

After diagnosis and classification of the children, definite objectives and procedures for the remedial reading program must be set-up in order to produce effective results. The major objectives should be:

4. Supra, pp. 17-18.

5. Supra, pp. 18-19.

6. Supra, pp. 19-20.

7. Supra, p. 21.

8. Supra, pp. 27-29.

In the present case, the evidence is not sufficient to establish a prima facie case of negligence. The fact that the defendant was negligent in some respects does not, in itself, establish liability. The plaintiff must also prove that the negligence was the proximate cause of the injury.

The court has held that the fact that a defendant is negligent in some respects does not, in itself, establish liability. The plaintiff must also prove that the negligence was the proximate cause of the injury.

In regard to the proximate cause of the injury, the court has held that the fact that a defendant is negligent in some respects does not, in itself, establish liability. The plaintiff must also prove that the negligence was the proximate cause of the injury.

These elements are essential to the plaintiff's case. The court has held that the fact that a defendant is negligent in some respects does not, in itself, establish liability. The plaintiff must also prove that the negligence was the proximate cause of the injury.

- 1. Negligence
- 2. Proximate Cause
- 3. Damages
- 4. Duty
- 5. Breach

1. Discovery and correction of visual, auditory and other physical defects.
2. Provide rich and varied experience as a background for comprehension.
3. Provide training in the perception of similarities and differences in visual forms.
4. Develop a wide speaking vocabulary.
5. Provide training in accurate pronunciation and correct English.
6. Development of a desire to read.

Proper motivation may be supplied by attractive and interesting books which are placed in a light and inviting room. The atmosphere must be wholesome and conducive to pleasant reading experiences. In addition to the use of books in the reading corner, or reading room, interest may be developed by other methods such as:

1. Pictures accompanying stories.
2. Labelling of various items in the room.
3. Bulletin Boards with attractive reading displays.
4. Class newspaper.

Happiness in the school situation is vitally important to reading. The child must be assured some degree of success if he is to attain high achievement in reading.

Not all students learn to read with the same degree of efficiency. Therefore, for those who are slow at learning, a remedial reading program is necessary. This remedial teaching should correct weaknesses, remove inappropriate habits,

or substitute a good technique for a poor one.

There should be a proper schedule for remedial instruction as it cannot be effective without a definite place in the program. However, it should not be substituted for enjoyable activities. It must be handled in such a way that it is not embarrassing to the pupil, and the time allowance for the work must be generous and sufficient.

The teacher who has had plenty of experience with many reading texts should be able to classify accurately the difficulty of reading materials. A teacher with plenty of initiative may choose to write her own material or make up readers from former selection in books, magazines, etc. The teacher must begin on the child's level and help him to progress. He must constantly be made aware of the fact that he is making progress, not in comparison with the other members of the class, but in connection with his own previous attainments.

It is now recognized that most of the other subjects in school are based on good reading. Therefore, the child who has mastered his reading difficulties comes nearer to mastering other school subjects.

or something of that kind.

There should be a greater emphasis on mental health.

It is not an accident that the mental health movement is

growing so rapidly. It is not an accident that the mental health

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and other school subjects.

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MEMORANDUM

TO: THE PRESIDENT

FROM: THE SECRETARY OF STATE

SUBJECT: [Illegible]

1. [Illegible]

2. [Illegible]

3. [Illegible]

4. [Illegible]

5. [Illegible]

6. [Illegible]

7. [Illegible]

8. [Illegible]

9. [Illegible]

10. [Illegible]

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